







## Job description Classroom Teacher

At Mercury Bay Area School the critical function of the Classroom Teacher is to establish and maintain effective professional practice focussed on the delivery of quality education to the youngsters of our school aimed at raising student achievement.

For effective pedagogical delivery the Classroom Teacher will be expected to demonstrate high levels of competency in the following standards (drawn from the Education council – Code of Professional Responsibility and Standards for the Teaching Profession 2017)

STANDARD	ELABORATION OF THE STANDARD
 <p><b>Te Tiriti o Waitangi partnership</b> Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> <li>• Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</li> <li>• Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</li> <li>• Practise and develop the use of te reo and tikanga Māori.</li> </ul>
 <p><b>Professional learning</b> Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> <li>• Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</li> <li>• Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</li> <li>• Engage in professional learning and adaptively apply this learning in practice.</li> <li>• Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.</li> <li>• Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.</li> </ul>
 <p><b>Professional relationships</b> Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> <li>• Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> <li>- learners, families and whānau</li> <li>- teaching colleagues, support staff and other professionals</li> <li>- agencies, groups and individuals in the community.</li> </ul> </li> <li>• Communicate effectively with others.</li> <li>• Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</li> <li>• Communicate clear and accurate assessment for learning and achievement information.</li> </ul>

Unity - Positivity - Achievement

STANDARD	ELABORATION OF THE STANDARD
 <p><b>Learning-focused culture</b></p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> <li>• Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</li> <li>• Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</li> <li>• Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</li> <li>• Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</li> <li>• Create an environment where learners can be confident in their identities, languages, cultures and abilities.</li> <li>• Develop an environment where the diversity and uniqueness of all learners are accepted and valued.</li> <li>• Meet relevant regulatory, statutory and professional requirements.</li> </ul>
 <p><b>Design for learning</b></p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> <li>• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</li> <li>• Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.</li> <li>• Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</li> <li>• Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</li> <li>• Design learning that is informed by national policies and priorities.</li> </ul>
 <p><b>Teaching</b></p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> <li>• Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all.</li> <li>• Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</li> <li>• Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</li> <li>• Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</li> <li>• Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning.</li> <li>• Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</li> </ul>

In addition, all staff members are expected to:

1. Follow PB4L / Restorative Practices / Cultural Responsibility Responsive Pedagogy guidelines and set consistently high standards in terms of:
  - (i) interacting with students, ie: treating all students courteously and with respect; being fair but firm in discipline matters and attempting to defuse rather than create confrontation
  - (ii) treating all students equally; being aware of and promoting cultural and gender equity and actively discouraging sexist, racist or other discriminating attitudes within the school

- (iii) encouraging students' active participation in the learning process and aiming at developing enthusiasm for, and commitment to, learning
2. Be aware of and implement all school policies and take a full and active part in the corporate life of the school, including attending all staff meetings, duties as rostered, assemblies, sports days, report evenings, nominated staff committees and on occasion, standing in for other teachers
  3. Take a full and active part in the school's pastoral care system, both as a general classroom teacher and as a homeroom or subject teacher. This will involve attending all class level meetings called by the Dean or Syndicate Leader, plus attending specific meetings or case conferences called by other appropriate members of staff.
  4. The expectation of a classroom teacher is that s/he will develop a close relationship with her/his students. This is an integral part of the whole guidance or pastoral care system. This will, at times, involve a close liaison between the homeroom or classroom teacher and the appropriate Dean, senior management staff and/or the students' parents.
  5. Accept the concept of accountability for one's teaching performance and participate in the school's performance management system.
  6. Undertake any other duties that may, from time to time, be reasonably requested by the Principal with respect to the professional duties required of staff.
  7. Contribute positively to the life of the school and it's community.

Staff will be attested against the Practising Teachers criteria (Education Council 2017) and the New Zealand Area School Teachers Collective Agreement – evidence for which can and should be based on their annual professional goals and form a part of their annual appraisal. (Refer: MBAS: Practising Teacher Professional Standards Handbook 2017)

<b>PRACTISING TEACHER CRITERIA</b>	
<b>Criteria</b>	<b>Key Indicators</b>
<p>1. establish and maintain effective professional relationships focused on the learning and well-being of ākonga</p> <ul style="list-style-type: none"> <li>• communicate with families, whānau and caregivers</li> <li>• share information with colleagues</li> <li>• establish and maintain effective working relationships with colleagues</li> </ul>	<p>i. engage in ethical, respectful, positive and collaborative professional relationships with:</p> <ul style="list-style-type: none"> <li>• ākonga</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• whānau and other carers of ākonga</li> <li>• agencies, groups and individuals in the community</li> </ul>
<p><b>Tātaiako</b>  <b>Whanaungatanga</b>  <b>Relationships (students, school-wide, community) with high expectations</b></p> <ul style="list-style-type: none"> <li>• effective relationships with Māori learners</li> <li>• effective parent, whānau and iwi</li> <li>• keeping connected</li> <li>• productive partnerships</li> </ul>	
<b>Criteria</b>	<b>Key Indicators</b>
<p>2. demonstrate commitment to promoting the well-being of all ākonga</p> <ul style="list-style-type: none"> <li>• establish good relationships with students and respect their individual needs and cultural backgrounds</li> <li>• organise a safe physical environment</li> </ul>	<p>i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe</p> <p>ii. acknowledge and respect the languages, heritages and cultures of all ākonga</p> <p>iii. comply with relevant regulatory and</p> <p>iv. statutory requirements</p>
<p><b>Tātaiako</b>  <b>Manaakitanga</b>  <b>Values – integrity, trust, sincerity, equity</b></p> <ul style="list-style-type: none"> <li>• effective Teaching Profile</li> <li>• caring for Māori learners as culturally-located beings</li> </ul> <p>treating Māori students, whānau, and iwi equitably with sincerity and integrity</p>	
<b>Criteria</b>	<b>Key Indicators</b>

<p>3. demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p> <ul style="list-style-type: none"> <li>demonstrate knowledge of the Treaty of Waitangi and te reo me ona tikanga</li> </ul>	<p>i. demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi</p>
<p><b>Tātaiako</b> <b>Tangata Whenuatanga</b> <b>Place-based, socio-cultural awareness and knowledge</b></p> <ul style="list-style-type: none"> <li>effective language and cultural practices for Māori learners</li> <li>te reo Māori</li> <li>tikanga Māori/tikanga ā-iwi place-based education</li> <li>treating Māori students, whānau, and iwi equitably with sincerity and integrity</li> </ul>	
<p><b>Criteria</b></p>	<p><b>Key Indicators</b></p>
<p>4. demonstrate commitment to ongoing professional learning and development of personal professional practice</p> <ul style="list-style-type: none"> <li>keep informed of developments in curriculum and learning theory</li> <li>encourage others and participate in professional development</li> </ul>	<p>i. identify professional learning goals in consultation with colleagues</p> <p>ii. participate responsively in professional learning opportunities within the learning community</p> <p>iii. initiate learning opportunities to advance personal professional knowledge and skills</p>
<p><b>Tātaiako</b> <b>Ako</b> <b>Practice in the classroom and beyond</b></p> <ul style="list-style-type: none"> <li>ako – reciprocal teaching/learning: parent, whānau, hāpu, learner, teacher</li> <li>effective learning by Māori learners</li> <li>effective pedagogy</li> <li>effective curriculum for Māori learners</li> </ul>	
<p><b>Criteria</b></p>	<p><b>Key Indicators</b></p>

<p>5. show leadership that contributes to effective teaching and learning</p> <ul style="list-style-type: none"> <li>• contribute to the life of the school</li> </ul>	<p>i. actively contribute to the professional learning community</p> <p>ii. undertake areas of responsibility effectively</p>
<p><b>Tātaiako</b> <b>Wānanga</b> <b>Communication – Problem Solving</b></p> <ul style="list-style-type: none"> <li>• students, whānau, and iwi engaging in discussions and robust debate</li> <li>• effective learning and teaching interactions with students, whānau and iwi</li> </ul> <p>reporting and co-constructing learning goals</p>	
<b>Criteria</b>	<b>Key Indicators</b>
<p>6. conceptualise, plan and implement an appropriate learning programme</p> <ul style="list-style-type: none"> <li>• are competent in the content of relevant curriculum</li> <li>• use appropriate teaching objectives, programmes, learning activities, and assessment</li> </ul>	<p>i. articulate clearly the aims of their teaching, give sound professional reasons for adopting these aims, and implement them in their practice</p> <p>ii. through their planning and teaching, demonstrate their knowledge and understanding of relevant content, disciplines and curriculum documents</p>
<p><b>Tātaiako</b> <b>Ako</b> <b>Practice in the classroom and beyond</b></p> <ul style="list-style-type: none"> <li>• ako – reciprocal teaching/learning: parent, whānau, hāpu, learner, teacher</li> <li>• effective learning by Māori learners</li> <li>• effective pedagogy</li> <li>• effective curriculum for Māori learners</li> </ul>	
<b>Criteria</b>	<b>Key Indicators</b>

<p>7. promote a collaborative, inclusive and supportive learning environment</p> <ul style="list-style-type: none"> <li>• manage student behaviour positively</li> <li>• create an environment of respect and understanding</li> <li>• provide and maintain a purposeful working atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>i. demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate ākonga</li> <li>ii. foster trust, respect and cooperation with and among ākonga</li> </ul>
<p><b>Tātaiako</b> <b>Manaakitanga</b> <b>Values – integrity, trust, sincerity, equity</b></p> <ul style="list-style-type: none"> <li>• effective Teaching Profile</li> <li>• caring for Māori learners as culturally-located beings</li> </ul> <p>treating Māori students, whānau, and iwi equitably with sincerity and integrity</p>	
<b>Criteria</b>	<b>Key Indicators</b>
<p>8. demonstrate in practice their knowledge and understanding of how ākonga learn</p> <ul style="list-style-type: none"> <li>• demonstrate a range of effective teaching techniques</li> <li>• demonstrate flexibility and responsiveness</li> <li>• impart subject content effectively</li> <li>• use appropriate technology and resources</li> </ul>	<ul style="list-style-type: none"> <li>i. enable ākonga to make connections between their prior experiences and learning and their current learning activities</li> <li>ii. provide opportunities and support for ākonga to engage with, practise and apply new learning to different contexts</li> <li>iii. encourage ākonga to take responsibility for their own learning and behaviour</li> <li>iv. assist ākonga to think critically about information and ideas and to reflect on their learning</li> </ul>
<p><b>Tātaiako</b> <b>Ako</b> <b>Practice in the classroom and beyond</b></p> <ul style="list-style-type: none"> <li>• ako – reciprocal teaching/learning: parent, whānau, hāpu, learner, teacher</li> <li>• effective learning by Māori learners</li> <li>• effective pedagogy</li> <li>• effective curriculum for Māori learners</li> </ul>	
<b>Criteria</b>	<b>Key Indicators</b>

<p>9. respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākongā</p> <ul style="list-style-type: none"> <li>• recognise and support diversity amongst individuals and groups</li> <li>• engage students in learning</li> <li>• establish high expectations that value and promote learning</li> </ul>	<ul style="list-style-type: none"> <li>i. demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand</li> <li>ii. select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse ākongā</li> <li>iii. modify teaching approaches to address the needs of individuals and groups of ākongā</li> </ul>
<p><b>Tātaiako</b> <b>Tangata Whenuatanga</b> <b>Place-based, socio-cultural awareness and knowledge</b></p> <ul style="list-style-type: none"> <li>• effective language and cultural practices for Māori learners</li> <li>• te reo Māori/reo ā iwi</li> <li>• tikanga Māori/tikanga ā-iwi</li> <li>• place-based education</li> <li>• all learning and interaction occurs within a cultural context</li> <li>• knowledge of whakapapa-knowing who children are, where they are from and who they belong to</li> <li>• identity, language, culture</li> </ul>	
<p><b>Criteria</b></p>	<p><b>Key Indicators</b></p>
<p>10. work effectively within the bicultural context of Aotearoa New Zealand</p> <ul style="list-style-type: none"> <li>• communicate clearly and accurately in either, or both, of the official languages of New Zealand</li> </ul>	<ul style="list-style-type: none"> <li>i. practise and develop the relevant use of te reo Māori me ngā tikanga-a-iwi in context</li> <li>ii. specifically and effectively address the educational aspirations of ākongā Māori, displaying high expectations for their learning</li> </ul>
<p><b>Tātaiako</b> <b>Tangata Whenuatanga</b> <b>Place-based, socio-cultural awareness and knowledge</b></p> <ul style="list-style-type: none"> <li>• effective language and cultural practices for Māori learners</li> <li>• te reo Māori/reo ā iwi</li> <li>• tikanga Māori/tikanga ā-iwi</li> <li>• place-based education</li> <li>• all learning and interaction occurs within a cultural context</li> </ul>	



<ul style="list-style-type: none"> <li>• knowledge of whakapapa- knowing who children are, where they are from and who they belong to, identity, language, culture</li> </ul>	
Criteria	Key Indicators
<p>11. analyse and appropriately use assessment information, which has been gathered formally and informally</p> <ul style="list-style-type: none"> <li>• provide feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>i. analyse assessment information to identify progress and ongoing learning needs of ākongā</li> <li>ii. use assessment information to give regular and ongoing feedback to guide and support further learning</li> <li>iii. analyse assessment information to reflect on and evaluate the effectiveness of the teaching</li> <li>iv. communicate assessment and achievement information to relevant members of the learning community</li> <li>v. foster involvement of whānau in the collection and use of information about the learning of ākongā</li> </ul>
<p><b>Tātaiako:</b></p> <p><b>Wānanga</b></p> <ul style="list-style-type: none"> <li>• students, whānau, and iwi engaging in discussions and robust debate</li> <li>• effective learning and teaching interactions with students, whānau and iwi</li> <li>• reporting and co-constructing learning goal</li> </ul>	
Criteria	Key Indicators
<p>12. use critical inquiry and problem-solving effectively in their professional practice</p> <ul style="list-style-type: none"> <li>• reflect on teaching with a view to improvement</li> </ul>	<ul style="list-style-type: none"> <li>i. systematically and critically engage with evidence and professional literature to reflect on and refine practice</li> <li>ii. respond professionally to feedback from members of the learning community</li> <li>iii. critically examine their own beliefs, including cultural beliefs, and how they impact on their professional practice and the achievement of ākongā</li> </ul>
<p><b>Tātaiako:</b></p> <p><b>Wānanga</b></p> <ul style="list-style-type: none"> <li>• students, whānau, and iwi engaging in discussions and robust debate</li> <li>• effective learning and teaching interactions with students, whānau and iwi</li> <li>• reporting and co-constructing learning goals</li> </ul> <p><b>Tātaiako:</b></p> <p><b>Ako</b></p> <ul style="list-style-type: none"> <li>• ako – reciprocal teaching/learning: parent, whānau, hāpu, learner, teacher</li> </ul>	

<ul style="list-style-type: none"><li>• effective learning by Māori learners</li><li>• effective pedagogy effective curriculum for Māori learners</li></ul>	
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Signed: \_\_\_\_\_ (Appointee)

Signed: \_\_\_\_\_ (Principal)

Dated: \_\_\_\_\_